

NO CHILD LEFT BEHIND

TITLE II-A IMPROVING TEACHER QUALITY



LOCAL EDUCATION AGENCY APPLICATION

NCLB SECTION 2122

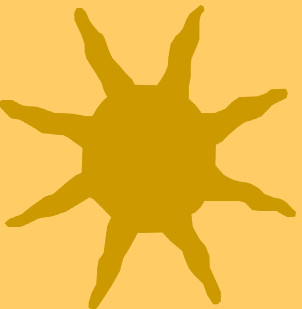


★ Application based on local needs assessment



★ Needs assessment includes

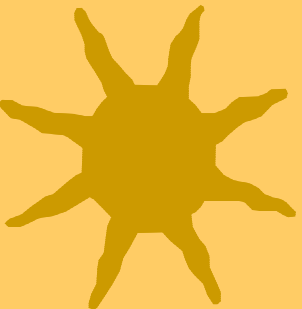
- Student achievement data
- Instructional staff needs
- Leadership staff needs



★ Results of needs assessment



Professional Development Activities



★ Planned activities

- Result from needs assessment
- Aligned with State academic standards
- Based on scientifically based research
- Expected to improve academic achievement
- Eliminate achievement gaps



FUNDING TO SCHOOLS



★ With lowest proportion of highly qualified teachers



★ Having largest average class size



★ Identified for Title I school improvement



COORDINATION



★ Other Federal Programs

- Title I-A
- Title II-D
- Title V-A



★ State Programs

- Early Childhood



★ Local Programs

- Private Grants



MEETING NEEDS

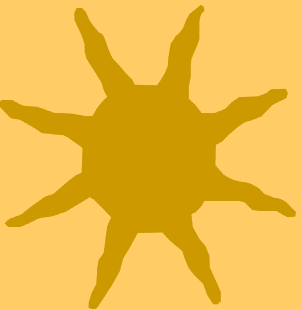
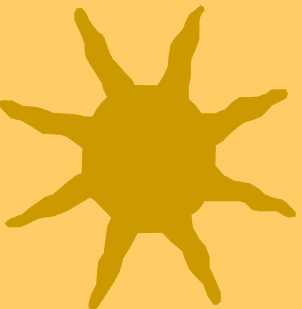


- ★ Description of activities available to
 - Principals
 - Assistant principals
 - Teachers
 - Paraprofessionals

- ★ Ensure activities meet needs



COLLABORATION



★ PD Plan based on input from

- LEA
- Teachers
- Paraprofessionals
- Principals
- Parents



TEACH & ADDRESS NEEDS



★ Training to enable teachers of students with

- Different learning styles
- Disabilities
- Special learning needs
- Limited English proficiency





ADDITIONAL ACTIVITIES



★ Improve student behavior



★ Involve parents in their child's education



★ Understand and use data and assessments to improve classroom practice and student learning



PRIVATE SCHOOLS



- ★ Notification of funding
- ★ Timely and meaningful consultation
- ★ Documentation
- ★ Equitable participation





LOCAL USE OF FUNDS

NCLB SECTION 2123

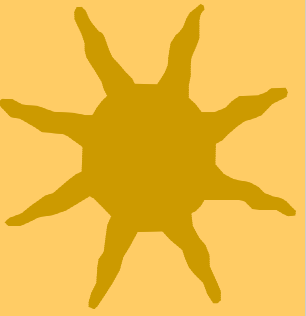
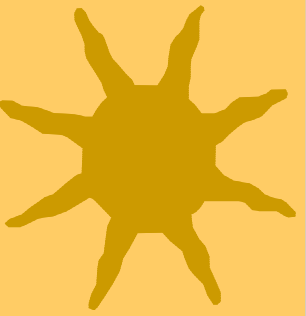
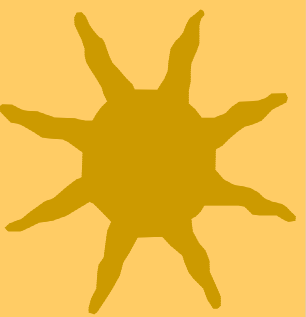


- ★ Recruiting teachers
- ★ Recruiting principals
- ★ Recruiting specialists
- ★ Retaining teachers
- ★ Induction programs in first three years
- ★ Provide core subject knowledge
- ★ Providing incentives, differential pay, scholarships
- ★ Teacher mentoring
- Reducing class size
- ★ Improve quality of principals and superintendents



DEFINITION OF PROFESSIONAL DEVELOPMENT

TITLE IX-PART A-SECTION 9101 (34)



- ★ Activities that improve/increase teachers' knowledge of academic subjects;
- ★ Are an integral part of school or LEA improvement plan;
- ★ Give teachers, principals and administrators knowledge and skills to assist students meet State academic standards



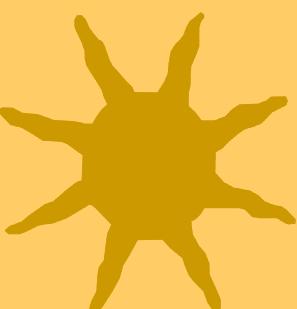
PROFESSIONAL DEVELOPMENT



- ★ Activities that improve classroom management skills;
- ★ Are high quality, sustained, intensive and classroom-focused;
- ★ Are not one-day or short-term workshops or conferences;
- ★ Support recruiting, hiring and training of highly qualified teachers;



PROFESSIONAL DEVELOPMENT



- ★ Advance teacher understanding of effective instructional strategies;
- ★ Based on scientific research;
- ★ Developed with participation of teachers, principals, parents and administrators;
- ★ Provide training in the use of technology to improve teaching and learning;



PROFESSIONAL DEVELOPMENT



- ★ Designed to give teachers of limited English proficient children knowledge and skills to provide instruction
- ★ Are regularly evaluated for improved student academic achievement;
- ★ Findings of evaluation used to improve quality of professional development;



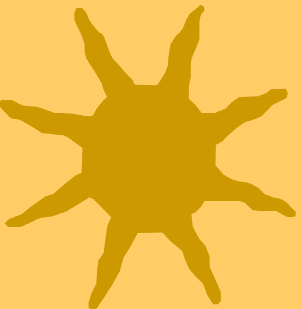
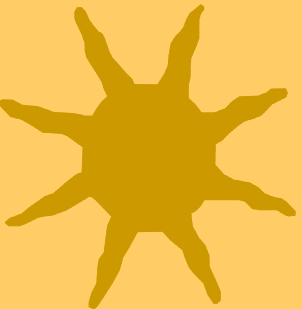
PROFESSIONAL DEVELOPMENT



- ★ Provide instruction in methods of teaching children with special needs;
- ★ Include instruction in use of data and assessments to inform and instruct classroom practice;
- ★ Provide instruction in ways to work more effectively with parents;



PROFESSIONAL DEVELOPMENT

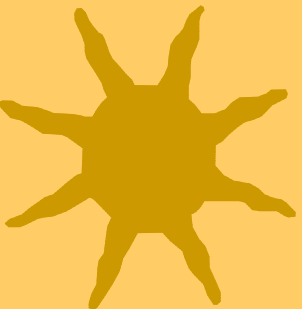


- ★ Involve forming partnerships with institutions of higher education for teacher education programs;
- ★ Create programs for paraprofessionals to obtain education to enable them to become certified teachers; and
- ★ Provide follow-up to ensure classroom implementation.



Regional Support Centers

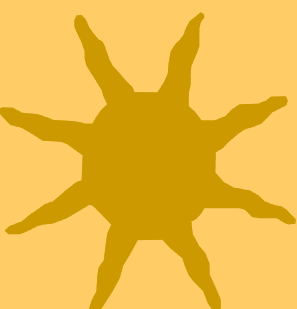
A Brief History...



- ★ Revised state statute (spring 2002) strengthens the role of the County Office of School Superintendents as an Educational Service Provider
- ★ Arizona Department of Education and County School Superintendents collaborate to form a stronger partnership in statewide efforts to raise achievement



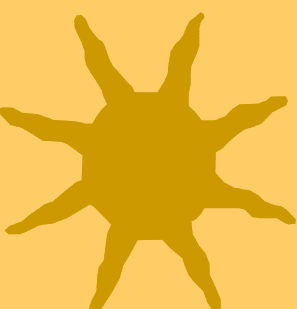
Regional Support Centers



- ★ Provide an infrastructure for systemic reform
- ★ Provide professional development, support and assistance to schools that are consistent in quality and locally accessible
- ★ Provide a systematic network to disseminate information and improve communication



Regional Support Centers

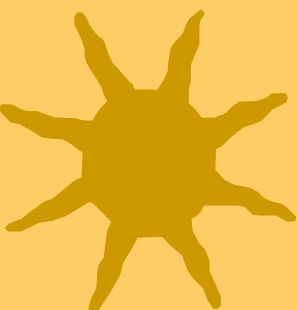


★ Benefits: *Leave no child behind and no teacher unsupported*

- State
 - A system in place statewide to unify efforts and reduce fragmentation
- County
 - An opportunity to address and coordinate regional needs
- Districts and Schools
 - An opportunity to leverage resources and access local support



Two Areas of Focus



★ Reading

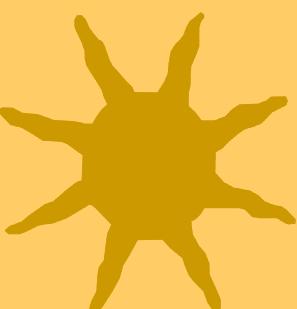
- AZ READS
 - **R**eadiness
 - **E**arly Diagnosis and Intervention
 - **A**ccountability
 - **D**evelopment of Teacher Expertise
 - **S**upport
- New legislation
- Newly Articulated Standards
- *Reading First*

★ Mathematics

- Newly Articulated Standards
- High need for professional development
- Math-Science Regional Support Centers/K-12 Center
- Potential federal funding sources



Regional Support Centers



★ Reading

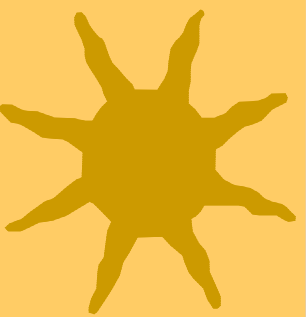
- Reading First funds support a cadre of Reading Specialists, at least one in each county in the state
- Highly trained in SBRR, these specialists will provide assistance to RF schools, then local schools

★ Mathematics

- Title IIA funds support a cadre of Mathematics Specialists, at least one in each county in the state
- Highly trained in SBRR, these specialists will provide assistance to high need schools in mathematics, and eventually science

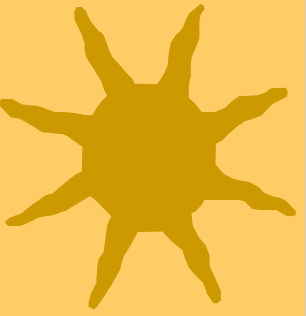
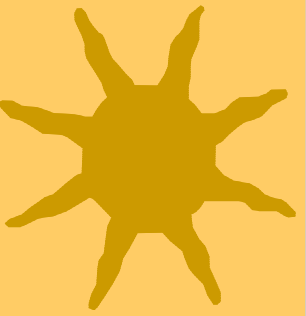


It takes a village to raise a child...



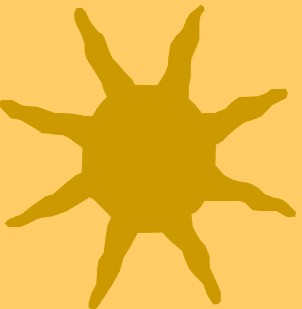
★ Priorities

- Opportunity to learn: implementing the new Mathematics and Reading Standards Articulated by Grade Level
- Using data to make instructional decisions
- Designing school improvement plans targeted to that data
- Aligning all activities with school improvement goals





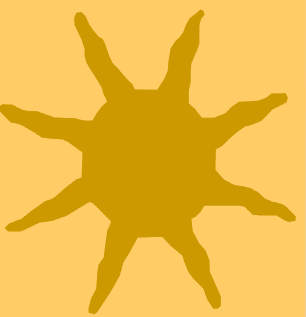
How can we use assessments to drive instruction?



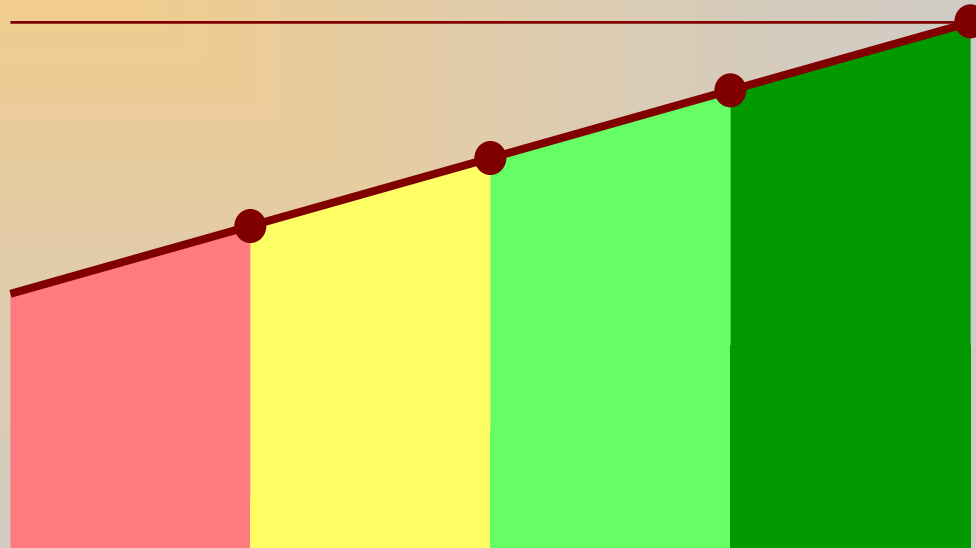
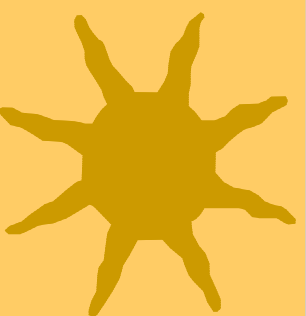
- ★ **Outcome** - Assessments that provide a bottom-line evaluation of the effectiveness of the reading program.
- ★ **Screening** - Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- ★ **Diagnosis** - Assessments that help teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- ★ **Progress Monitoring** - Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes



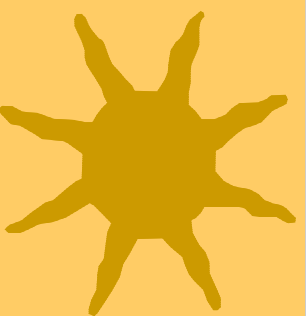
A Standards Based System



The goal

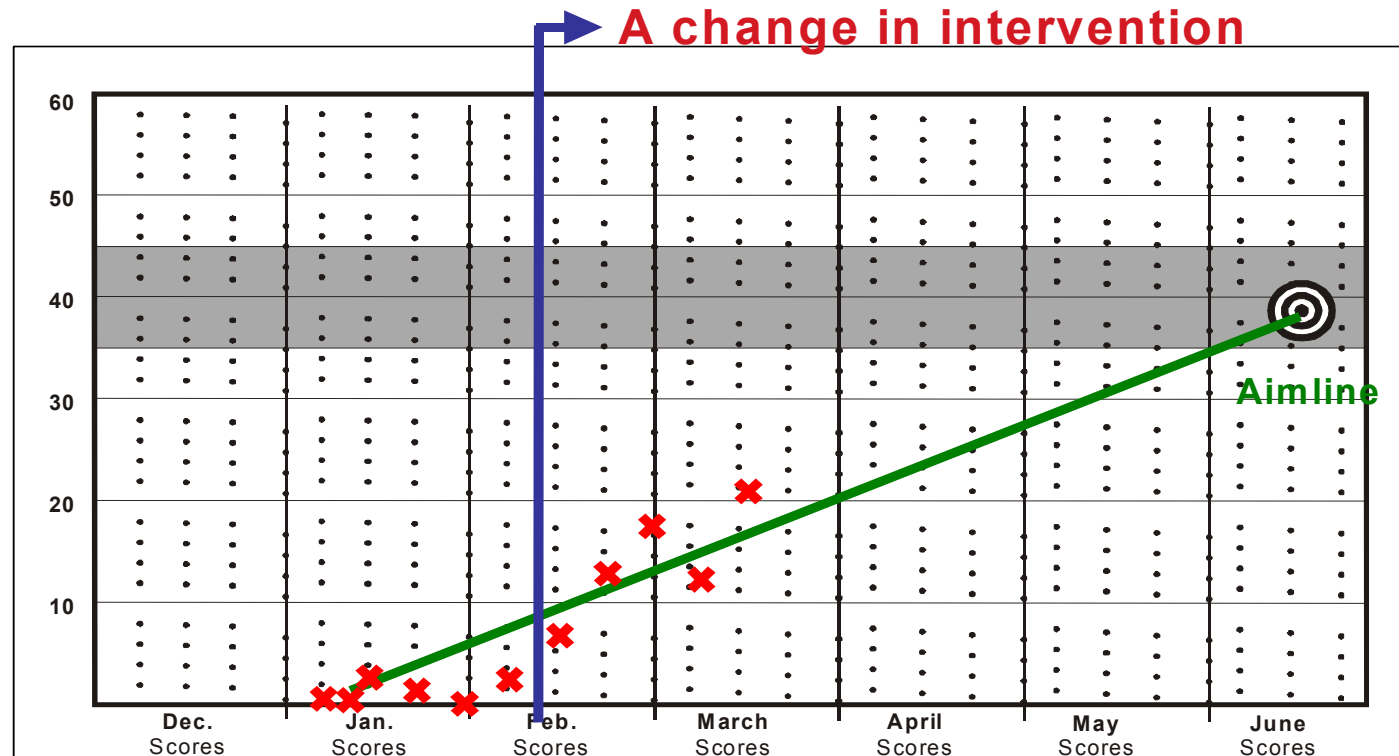


Grade Levels





Progress Monitoring: The Teacher's Map





Making Every Minute Count!



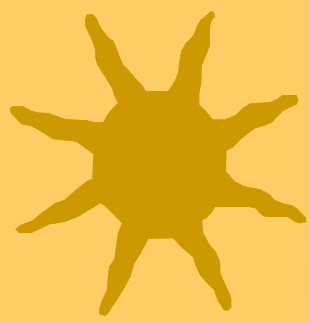
- ★ Using what *evidence* tells us works most effectively



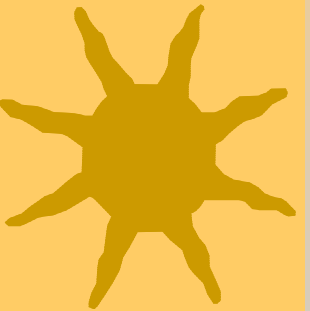
- ★ Working collaboratively to maximize our efforts



- ★ Building systems to support change



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